



California School for the Deaf, Riverside, California

Volume 2, Number 3

February, 1957

Calendar of Events

FEBRUARY

- 15—Assembly Program for Middle and Upper Schools
- 16—Boy Scouts to Visit the Indio Date Festival
- 21—School Closes at Noon
- 22—School Holiday

MARCH

- 2—Spring Dance, Upper School
- 10—P.T.C.A. Meeting
- 16—St Patrick's Day Party in Social Hall - 7:00-8:30 p.m.
Middle School Non-rotating Classes
- 23—Boy Scouts Outing, Camp Evans
- 29—School Closes at Noon for Spring Vacation

APRIL

- 7—Children Return to School
- 19—School Closes at Noon
- 26—Parent Visiting Day
- 28—P.T.C.A. Meeting

Use of Standard Textbooks in the Intermediate Grades

by ALYCE THOMAS

Supervising Teacher, Middle School, California School for the Deaf, Riverside, California
A paper read at 1956 Summer Meeting of the Alexander Graham Bell Association for the Deaf, at Los Angeles

BEFORE I begin my discussion on the Use of Standard Textbooks in Reading in the Intermediate Grades, I believe that you should know a wee bit about my philosophy of reading.

It is my feeling that reading is a process—whether it be innate or acquired. It is then our responsibility as teachers to develop this process in the form of skills so that symbols, printed, written or drawn can be recognized by the reader; so that meaningful ideas can be recalled or constructed in the reader's mind and then can be made functional in the reader's own experiences and needs.

Reading, truly, is not one academic subject but rather is incorporated in every subject. We should remember then that reading is not limited to any one area alone but that it is stimulated in all the areas of a school program.

However, it is the responsibility of a teacher of reading to stimulate, develop and broaden the reading skills so that they become effective for the needs of the individual. This to me, is a most important, yet often time, thankless responsibility of the teacher.

Improve Reading Skills

Every school should have a well organized but flexible reading program. This program has four fundamental requisites:

The administrators

The teachers

The pupils

The instructional materials

It is the task of the administrators along with the teachers to first outline the basic aims of the reading program; to set up a course of study which, I think, should be in the form of a minimum number of definite skills to be developed on each level; to select a wide variety of instructional materials which can be used in an advantageous manner and can be of most value to the pupils in strengthening the skills on each level; and then to steer the program effectively and guide the use of the materials.

Because of the time element I will not go into the first duty—that of setting up the

aims for a good reading program. I'm sure that we'd all agree on the basic aims. But, I would like to hurriedly review some of the skills which should be incorporated in the course of study for the intermediate grades.

First of all, most of the primary level skills should be enriched. Among these that I would particularly want broadened are:

1. Establishing sight vocabulary
2. Developing word-attack skills
3. Promoting sentence and phrase meaning
4. Associating ideas both from picture and print
5. Drawing conclusions
6. Recalling story sequence
7. Noting details in picture and story
8. Following directions
9. Beginning dictionary readiness

Then the following skills should be developed:

1. Word meanings
 - Recognizing synonyms
 - Recognizing antonyms
 - Recognizing compounds
2. Expanding concepts and understandings
 - Through new material
 - Through reorganization of known material
3. Organizing ideas
 - Summarizing
 - Recognizing sequence
 - Recognizing subordination (which is selecting major and minor points or the beginning of our outline study)
4. Interpreting types of materials
 - Factual
 - Maps and Diagrams
 - Directions
 - Puzzles
 - Figurative and idiomatic language
 - Descriptive language
5. Beginning (what I call) directed reading
 - (pointing out sentences to prove a point)
6. Reading for detail
7. Introducing dictionary skills

8. Promoting correctness in written expression

Evaluate Reading Program

After these skills are set up, the difficult, time-consuming job then begins—that of selecting the proper instructional materials. With the aims of the reading program in mind, the skills set up, the weaknesses and needs of the pupils as well as the types and interests of the pupils well at hand, all materials available should be brought in for examination and be thoroughly scrutinized and evaluated.

Before I go further I should, no doubt, tell you that I am strongly opposed to even considering the writing of books to be used only with the acoustically handicapped. First of all, why segregate our group any more? Why deprive them of the fun, pleasure and experiences of all the books published and written by prominent and long-time research people in the field of reading? And then who will rewrite all the materials which the children need to read after they leave our classes and schools? I can just hear some of you saying, "Well, if she doesn't believe that we should write materials especially for our children, then she must be of the old, old school and believe in adjusting the child to the curriculum or the material at hand." No—definitely not! I do not want you to get that idea! Our reading program must be geared to the individual child. And I feel that if we examine carefully, grope around long enough for and thoroughly understand the books published we can do just this.

Suitable Books Available

Many books have been written on a low reading level with a high interest level. These should all be available for use. Many practice readers, inculcating this same idea as well as containing shorter selections which is a most important factor in the intermediate grades, are being published. These, too, should be available. Many classics have been simplified and should be in the school or classroom library. Mrs. Crosby of the Wisconsin School for the Deaf made a study of these several years ago and a list was published. I believe that this list can be obtained from the *Annals*. However, since her study was made, many more such books have been published.

Many of our revised basic readers are including stories of more interest to the older children on a low reading level. Some of these have included sport stories, stories with an element of mystery, stories about T.V. etc., all of which are comparatively new to our basic readers. Many of the books have had

their formats changed entirely to appeal more effectively to the adolescent child. The illustrations are beginning to show older-looking children so that the pupils will not think the stories are about babies. And many of the books have the grade level left off the covers. All of these points aid us in the selection of books for the intermediate grades.

Vary Reading Program

Newspaper reading should be initiated and developed during these grades.

The tachistoscope and the control reader will add variety and motivation for older children on a low reading level as well as speed up sight reading of vocabulary.

Perhaps a basic reading series should be selected for use by a school. Certainly, at least one and perhaps two supplementary sets should be chosen as no child should ever reread the same reader. Then all the other suitable sets should be purchased, as money is available, for use as extension readers for stories and paragraphs which are about the same unit as in the reading which is being directed by the teachers. These should be put into the reading classrooms, not the school library. It is my belief, at least today, that at no time should one basic reader be selected and used throughout a school—disregarding students' interests, backgrounds, and the particular format of the book as far as the children are concerned. Perhaps a year ago I would not have made that statement. I was so thoroughly convinced, at that time, that we must have a gradual build up of vocabulary from year to year and that a correlation of vocabulary was the utmost of importance in our reading program. True, I changed presentation procedures, story development, the actual reading techniques and the check-up procedures to meet the pupils in the classrooms. But I'm afraid that I was not meeting every child within the classroom. Now with all the good materials being published we need not worry so about the gradual increase of vocabulary and correlation of vocabulary as all readers use so many of the same words and they have all cut down on the number of new words introduced each year, so that it does not create the problem that it did a few years back if one changed from one reader to another. Perhaps if we had homogeneous groupings in every respect we might want to use the same series throughout the school. But, we must take into consideration that most of our reading groups are going to be of varied abilities, have varied interests and come from varied backgrounds. In order

(Continued on Page 12)

The California Palms

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California School for the Deaf
Riverside, California

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Sports in the Life of the Adult Deaf

Sports is of great recreational value to the deaf. Being more dependent on the faculty of vision, the deaf, naturally, are keenly interested in the kind of affairs that have a lot of action.

Deaf adults, living in large cities such as Los Angeles, plan and participate in athletic events of their own. They form basketball teams, bowling teams, and softball teams for competition with other teams of deaf or hearing players. The number of deaf golfers is on the increase. Annual tournaments by and for the deaf are held in some parts of the country.

Though the deaf are great sports lovers, it seems that far too many are limited to being spectators. Obviously, only those individuals of superior ability make the organized teams. Basketball and softball call for strenuous activity. Such team sports are too exclusive. The women are confined to the sidelines.

The feeling is that there should be more interest in those sports in which participation is easy and open to all.

Being an outdoor sport, golf is highly desirable. Swimming makes for good exercise. Bowling, tennis, badminton, horseshoes and ping pong are delightful. Handball and volleyball can be played at parks and recreation centers. For regular participation, membership in the "Y" is recommended.

It appears that physical education, such as is offered at this school, answers the need for greater sports participation. At a residential school the deaf child takes this course in which he learns all the sports just listed. He is able to develop skill in athletics and gymnastics.

The best athletes make the varsity teams in football, basketball, track and baseball. The girls compete with other schools in volleyball, swimming, softball and basketball.

The aim of physical education is to make each boy and girl proficient to such a degree that he or she will always enjoy and desire participation in sports. The value of physical education is that it has a very important part in a child's development into a well-rounded individual.

During the time that the young boys and girls are at home for summer vacation and on long holidays, they should be encouraged to take part in athletic activities. Athletics are wholesome and stimulating. They aid physical development and good physical condition is maintained all through youth and adult years. Constant participation becomes a habit by which the deaf as adults will seek to play on their own initiative.

A good background in athletics gained during formative years hold promise to serve the deaf well throughout adult life.

CARL BARBER

Teacher Upper School

Parent Teacher Counselor Association Meeting

The January meeting of the Parent Teacher Counselor Association was held Sunday, January 27, at 3:00 P.M. in the Social Hall.

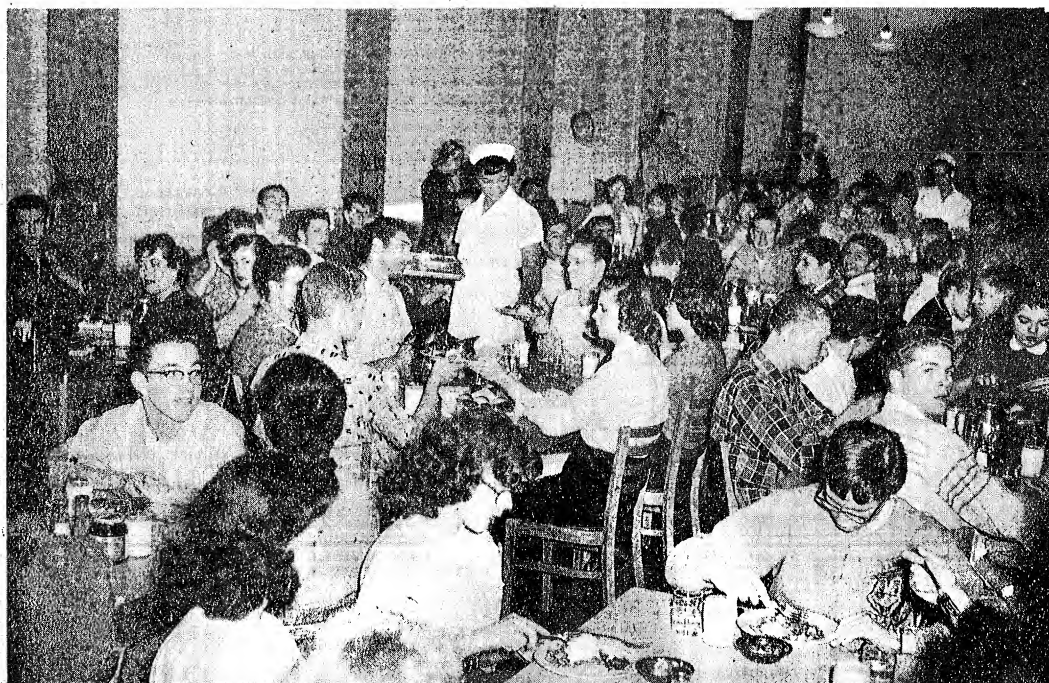
Many interested parents, teachers and counselors were present to hear Mrs. Inga C. McDaniel of San Bernardino speak about proper guidance in sexual education. Mrs. McDaniel, who is a guidance instructor and consulting psychologist, stressed the importance of parents giving their children proper and adequate information regarding sex. The speaker showed a number of books and gave the titles of publications that would aid parents in proper guidance and instruction.

A film entitled "Human Growth" was shown which is used in guidance classes in this school.

The next meeting of the P.T.C.A. will be Sunday, March 11. It is hoped that many more parents will show an interest in their organization and attend. The programs have been planned to benefit parents.

Cover Design

The cover design was developed in Commercial Art Class by Meta Wilson. It shows the Administration Building at the main entrance to our school.



Food Service Department at CSDR

Little publicized or recognized are those departments in a school that work in the background to provide for the well being of the children in that school. Among these groups are the maintenance, business and kitchen staffs. In this issue we should like to give our parents and other friends a brief picture of our food preparation and serving department.

The spacious, modern dining room, in which 350 children are fed each day, is walled by floor-to-ceiling windows. There are fifty-seven tables with nine tables to a section and six students at a table. Each section is attended by two waitresses; thus each student is fed within four minutes after he is seated. The students are allowed as many servings as they wish. There is also an over-all supervision throughout the meal by the supervising chef.

A typical noon menu, one of the 220,400 meals being prepared this school year and served to staff and pupils alike, will be:

Chilled Pineapple Juice		
Baked Virginia Ham		
Candied Sweet Potatoes		
Cauliflower Au Gratin	Buttered Fresh Peas	
Hot Rolls	Butter	
Ice Cream Sundae		
Coffee	Tea	Fresh Milk

The food for children and staff is prepared in a sparkling stainless steel equipped kitchen by Mr. J. McCaffrey, the supervising chef and affectionately known as "Mac" in our school family, five chefs, nineteen waitresses, dish machine operators, vegetable preparers and meat cutters.

The kitchen staff has won one National Honor Award in 1954 for "highest standards of sanitation and for superlative preparing and serving of food, and seven State Awards for official recognition and outstanding contribution to the improvement of state government presented by Governor Goodwin Knight.

The food service building includes the children's dining room, staff dining room, kitchen, bakery, five walk-in refrigerators, butchering room and an ice-cream making room in which 25 gallons of ice cream are made each week.

In addition to the routine meal planning and serving, "Mac" and his staff provide most of the refreshments for the school classroom and large departmental parties. They see that our athletic teams are properly fed before and after games. They send food to the hospital each day in steam heated carts.

An integral part of our new school in Riverside is this attractive, efficiently managed, expertly staffed and completely equipped department—our school dining-room and kitchen.

Lower School News

LEARNING THROUGH EXPERIENCES

The growth of vocabulary is of utmost importance to the total language program of any child. This growth can be enhanced through new experiences. Many and varied types are essential to promote this growth and to enrich the concept of known vocabulary.

Social science experiences, which begin with the immediate environment of a child and extend to include the world in which he lives, provide excellent opportunities for vocabulary growth.

Some of the Lower School children in the seven to eight year old age group had a delightful and valuable trip, by bus, to Santa's Village in the San Bernardino mountains shortly before Christmas. A great variety of new words were acquired and new concepts developed through such an experience.

GRACE PAXSON

Supervising Teacher, Lower School

KINDERGARTEN NEWS

On December 19 we went to Mrs. Buehner's house. We rode in the suburban. We made Christmas cookies in the shape of Christmas trees and bells. We decorated the cookies with candy. Mrs. Buehner gave us some juice with our cookies. We brought some Christmas cookies back to school for Miss Paxson.

Miss Toner's and Mrs. Buehner's Class

SANTA'S VILLAGE

We went to Santa's village on the bus one day.

We saw Santa. We shook hands with him.

We saw Santa's home. We saw a puppet show, too.

We ate lunch. Then we rode on the little train and the big Christmas tree.

We saw many animals and toys.

Miss Abernethy's Class

OUR TRIP TO THE STORE

December 12 we went to town. We each had a dime. We went to a store. We bought some glass coasters. They cost eight cents each.

Then we went to another store. We bought some candy canes. We looked at many toys. We saw a pretty Christmas tree. We came back to school.

We made paper weights out of the glass coasters. We gave them to our parents for Christmas.

Miss Gruber's Class

CHRISTMAS CANDLES

We made Christmas candles for gifts. We ran a warm iron over both sides of four cakes of paraffin. The paraffin melted a little. We put the cakes of paraffin together with a string between the second and third cakes. We melted some more paraffin in a corn popper and whipped it with an electric mixer. When it was whipped, we spread it on our candles with knives. We worked fast. Then we sprinkled glitter on the candles and put some sequin stars on them. We wrapped the candles in pretty paper and gave them to our parents for Christmas.

Mrs. Kelly's Class

OUR HELICOPTER

One day we saw a big red and white helicopter. It came to our school.

We made a helicopter in our room. We painted it red. We played in it. We called it "Santa Claus Express." David dressed like Santa Claus. He brought us toys. Many boys and girls came to see our helicopter. They were surprised to see Santa in the helicopter.

Mrs. DeLong's Class

International Council of Exceptional Children

The Riverside Chapter of the International Council of Exceptional Children announces the following officers for 1957:

President: Rosalin D. Loughran
Pres. elect: Gene T. Jaeger
Secretary: Mary Skillen
Treasurer: Ellis Thompson
Historian: Ione Suchy

The program committee has arranged an interesting year. The next two meetings are as follows:

1. February meeting - Tuesday, February 26 at the Rainbow School, 9170 Indiana Avenue, Riverside. The speaker will be Mrs. Pauline Whitfield. She will speak about the work with mentally retarded. There will be a display of children's work.

2. March meeting - Thursday, March 28 at Hemet. Dr. Jacob Weins will be in charge of the program. The theme for the program is "Work with Gifted and Mentally Retarded."

THE JUNIOR PALMS

FROM MIDDLE SCHOOL

Junior Editors: Frank Almendarez, John Soto
Reporters: Paul Garbett, Paul Geyer, Stanley
Hildreth, Skippy Mangum, Sandra McGa-
hey, Joyce Stermolle, Melinda Watson,
and Phyllis Wheeler

Faculty Advisers: Alyce Thomas
Page Stratton

WHAT'S NEW?

The Middle School will have a Valentine Dance on February 9. Learn those dances everyone!

Sandy Banks left our school in January.

Jo Ann Brand had her tonsils out during the Christmas vacation.

Class K is learning about reflection of light in science class.

Class N made crystals by dissolving Epsom salts in hot water. The water evaporated and crystals were left in the glass.

Class L has a new arithmetic book. They like it very much. They are working hard.

Did you see the centipede in Mr. McGarry's room? It had sharp poisonous pinchers. The girls were afraid of it!

CLASS C

Class C has a new pet. It lives in a cage. It has feathers. It can fly. Some day it may be able to talk. Can anyone guess what it is? It is named Pete.

CLASS D

Margie Gathercole's Birthday

January 16 was Margie's birthday. She was thirteen years old. Class D had a birthday party in the classroom. They played two games.

CLASS F

Mike Hagar and Floyd Vincent went with the Boy Scouts to Lytle Creek on January 19.

Class F has been studying about muscles, veins, the heart and breathing.

They learned how they made the giant gorilla "King Kong."

CLASS G

Burton Quartermus took Rene Gamache home for the weekend of January 12. The boys had a good time together.

CLASS H

Class H has been studying about freight trains. Trains are pulled by engines. Some engines burn coal and some burn oil.

A freight train carries many different things. Food is put into refrigerator cars. Cows, pigs, sheep and other livestock are put into stock cars. Flatcars carry machinery,

big guns and tanks for the army and many other heavy things. Oil, gas and other liquids are carried in tank cars. There are more boxcars than any other kind of car. Boxcars carry all kinds of boxes filled with almost anything. Some gondolas carry scrap metal and others carry coal.

The caboose is the last car. It is the home for the workers on the train. It has a stove, bunk beds, lockers and the conductor's desk in it.

CLASS I

Mary Bumbarger has a pair of beautiful new red shoes. She brought them back to school.

Elmer Anderson's birthday was January 18. He and his class had a party.

CLASS K

Harry Von Meeden, Douglas Fowler and Mike Ackerman went on the Boy Scout outing on January 19. Mike, Harry and Joel Bellevia went to Sherman Institute to watch the basketball game. Johnny Gasman has a new gasoline model airplane. It has been too windy to fly the airplane.

CLASS L

Jean Jones and Mercedes Acuna ate dinner in the Homemaking Department every day for a week. Classes J and L girls cooked the dinner.

Mickey Cox, Larry Stillwell, Dick Ramborger, Frank Scolaro, Bobby Womboldt and Sidney Kaufman went to the desert January 19.

CLASS M

We are the reporters this month for Middle School. We have had fun collecting news.

Paul Garbett was sick for a week. He had a bad cold and cough. Stanley Hildreth, Skippy Mangum, Stanley's brother and a friend may go to the San Diego zoo.

CLASS N

Miss Chapman is helping Mona Wingfield, Norma Cisneros, Shirley Brown and Ella Sargent to make jumper dresses and blouses.

Frank Longbotham made an oil well in Mrs. Quinn's class. They are reading about a trip from Los Angeles through Denver, Colorado, to Washington, D. C. Maybe they will really go sometime!

CLASS O

Jerry Pratt has moved to a new house in Puente. Lana McGuire has moved to Glen Avon near Riverside.

Bill Ramborger's father came home from Japan before Christmas. Oh boy! Was Bill happy!

Butch Gongaware's family has a new boat.

THE SENIOR PALMS

From Upper School

Reporters Upper School Pupils
Department Advisor Mr. C. L. Gover

Josef Lerman's brother came to New York from Russia last December. He telephoned to his family. They were excited. He told them that he would go to Poland. He will take Josef's sister and her two children to Israel. They will come to the United States some time this year.

At the January meeting of the Dramatic Club the members got a big kick out of Miss Thomas' movies of different school activities taken since 1953.

Janelle Johnson got a big thrill when she went to visit Dory Hazelbaker at her home in Arizona. This was her first trip out of state.

Congratulations, B Team, on your fine performance in basketball with Aquinas and winning your first game by one point!

Mr. Carl Barber is all smiles, having been presented with a baby girl in January. The name is Paula Lynn. Congratulations!

Come on, girls! You can't be as old as that, letting the teachers beat you in a volleyball game.

Class G missed Pat Zvada when he was absent for two weeks having an operation on his knee which was injured in one of the football games.

Congratulations to those in the Boy's Middle Dorm II in winning the contest of the parents membership enrollment to the PTCA.

Guess who was married on February 1? It was Miss Dahms. We are happy for her. Miss Dahms, we wish you every happiness.

Girls, do you want to make flowers? Ask Lupe and Chela Zamora. They know how to make beautiful flowers.

AROUND THE WORLD IN 45 HOURS

On January 18 three B-52 jet planes landed at March Air Force Base, Riverside. They flew around the world in about 45 hours. They went across our country, across the Atlantic Ocean, over the Middle East, Suez Canal, India and across the Pacific Ocean. My father was on Guam Island in the Pacific Ocean. He flew the refuel plane to refuel one of the B-52 jets on Thursday. My father will come back to March Air Force Base soon. I am very proud of my father.

JAMES THOMPSON

OUR TRIP TO TUCSON, ARIZONA

Our girls' volleyball team and boys' basketball team, left in our school bus for the School for the Deaf in Tucson, Arizona, early in the morning of January 25. Boy, what excitement there was that morning! For most of us students, it was our first trip out of state. Many of us couldn't eat our breakfast. Guess we had "butterflies" in our stomachs.

We took the route via Blythe and Phoenix. After we crossed the Colorado River we were excited about being on the Arizona border.

We arrived at the Arizona School for the Deaf around seven o'clock. Were we all in, and boy, what a long ride it had been! However, we were cheered by the friendly welcome reception of the students and staff at A.S.D. LILLIAN QUARTERMUS

THE GAMES AND A PLEASANT EVENING

In the afternoon at 4 o'clock our girls played volleyball against the A.S.D. team in their new gym. Our girls played hard but they lost. The score was 31 to 18.

In the evening, there was a basketball game between our boys and A.S.D. who whipped our team. The score was 50 to 39. We were sorry we couldn't "bring the bacon home", but we enjoyed playing.

Afterwards we went to a party in the Assembly Hall. There was dancing and also a short skit. Refreshments of pizza, cookies and cokes were served. We had a very nice time and went to bed late.

HENRY BARNES

THE RIDE HOME

At 7 o'clock Sunday morning the students of CSDR shouted their farewells to the Arizona students as our bus left for home. We took a different route which was a little shorter. The weather was so changeable. We had practically all kinds—rain, fog, sleet, snow and sunshine.

We came into Yuma in the early afternoon. The sand dunes near the city were so beautiful that we could not take our eyes off the scenery. As we crossed the border into California, how the clapping and the shouting rang throughout the bus.

At five-thirty our bus pulled onto our CSDR campus. Even though we were tired, we cheered and yelled with such enthusiasm that we nearly deafened our chaperones.

All in all, it was a wonderful and educational trip, and we greatly enjoyed the warm hospitality shown us at the Arizona School for the Deaf. GINGER WAUSON

Leisure Time Events

DRAMATIC CLUB NEWS

The Dramatic Club of CSDR presented an adapted version of Charles Dickens "The Christmas Carol" on December 20, 1956.

The members of the Dramatic Club who participated in the production are to be congratulated for their excellent portrayal of characters and for their choice of material which so adequately conveyed the true meaning of the Christmas season.

Appearing in the cast were:

Scrooge	Bill Holgate
Bob Cratchit	Bob Powers
Fred Scrooge's Nephew	Stanley Bassett
Fred's wife	Janelle Johnson
Two solicitors	Mal Gierke
	Fred Sweetland
Caroler	Patsy Bull
Marley's Ghost	Don Bishara
Spirit of Christmas Past	Dory Hazelbaker
Young Scrooge	Jack Salisbury
Young Scrooge's girl friend	Micheline Gamache
Mr. Fezziwig	Henry Barnes
Mrs. Fezziwig	Ginger Wauson
Spirit of Christmas Present	Richard Liberatore
Mrs. Cratchit	Kitty Johnson
The Cratchit's children	Shirley Hill
	Phyllis Mansfield
	Mike Silvis
Tiny Tim	Gene Balzer
Spirit of Christmas Yet to Come	Jimmy Holmes
A Boy	Penny Healy
Mary	Bert Montgomery
Joseph	Ronald Boughton
Wisemen	Jerry Roberson
	Anne Wallis
Shepherd	Marvin Mulder
Angels	Virginia Fallin
	Jaynie Fitch

Girl Scout News

The Girl Scouts were to have a group cook-out Tuesday, January 29. However, the rain cancelled the plans for eating outside and our meeting was held in the P. E. building.

Mrs. Phelps, the troop leader, showed the girls some new games while a few of the girls helped get the food ready. Paula Courtright and Irene Acevedo poured the cocoa. After eating, the girls put on a "floor show". The Girl Scouts are hoping for nice weather so they can enjoy more hikes and outside activities.

Boy Scout News

Boy Scout Troop No. 18 has been extremely busy since returning to school after the holidays. We have received our new charter. This year we have again qualified for three awards: membership, advancement and completion of goals.

The Boy Scout theme for this year is Conservation. Troop No. 18 has embarked on an ambitious program of conservation activities on our campus. The school administration has given the troop an area for use as a picnic ground and a campsite. The picnic ground will be for the use of all organizations on the campus. The campsite will be a wooded area where the scouts can work on advancement and other scout activities.

The first project, already past the planning stage, will be the building by the scouts of a patio and grill for outdoor cooking. Included in the project will be a building for storage of picnic supplies and boy scout equipment. A scale model of the project has been completed by Mr. Peters and some of the scouts in general shop. We hope to display this model in a local store window during Boy Scout Week. The approximate cost of the project will be \$400.00. This sum has already been raised and construction will begin later this month.

The January outing at Lytle Creek was a great success and afterwards the troop gathered enough field stone for two stone grills. These will be supplemented by a gift of colored rock from a local rock company.

Future projects under consideration for this year are: 1. Completion of the picnic area; planting, landscaping and building tables and benches and other needed equipment. 2. Building a large open-pit barbecue.

Next month's outing will be a visit to the Indio Date Festival. This trip was taken by the troop last year and was enjoyed by everyone.



The cooperation among the various departments of the school is typified by the above picture in which we see Miss Clements' Lower School Class visiting the Vocational Department Bakery. These pupils visited the bakery on two successive days for the purpose of learning how bread and rolls are made. On the first visit they saw and learned about the preparation of the dough and returned a second day to actually see it placed in the ovens and then removed as a finished product.

All of the Vocational Shops are available to the Academic Classes for visits, thus making it possible for the pupils in the various areas of the school to have first hand information and instruction on various industrial processes and activities.

Printing Club Meets

Some students from Riverside Poly High, schools in Pomona, San Bernardino, Sherman Institute in Riverside and CSDR had a printing club meeting at Sherman Institute on January 29.

The students who work in printing shops at any school may join the club. The main purpose of this club is getting together and exchanging ideas.

Before the meeting started, we walked around the shop and the instructor gave us some explanation of the machines. Then the meeting started. The members chose "Galley Slaves" as the name for the club. We discussed where the next meeting will be held and

the possibility of having a field trip. The next meeting will be at Riverside Poly High. After the meeting was adjourned, we had refreshments.

The members of Galley Slaves from CSDR are Jaynie Fitch, Bert Montgomery, Mal Gierke, Gene Balzer and Lillian Quartermus. Our instructor is Mr. Lindholm and the interpreter is Mr. Rahmlow. Mr. Rahmlow could not make the trip to Sherman Institute, so Mrs. Rush took us there. We all want to thank Mrs. Rush.

We hope more students from other schools will be interested in joining our club. The club was organized for the first time last October.

LILLIAN QUARTERMUS

Sports Events

BOYS' SPORTS

Arrowhead League Tourney

On December 7, our basketball team opened the 1956-57 season by entering the annual Big Bear Tournament. We were eliminated by losses to Twin Pines and Newman, but not all was lost, for we wound up with the sportsmanship trophy. This may be considered as important as the championship trophy. Enough can't be said about this tournament, for its results taught our boys the good feeling that arises from being respected. We lost, but we lost honorably, and we were respected for it.

Riverside Beats Berkeley

Our first victory of the 1956-57 basketball season couldn't have been sweeter when we turned the tables on Berkeley. This win has healed the scars of last year's thrashing. Now the score is even at one win apiece. Next year we go to Berkeley. We hope we won't repeat the loss of last year; however, let us realize that the traveling team plays under a disadvantage. Last year we lost after a long trip. This year Berkeley lost. Only a team in good mental and physical shape can withstand a long trip, so let us be prepared to overcome the handicap. There is no doubt that our upstate rivals will be determined to make things even tougher for us.

CSDR vs. ASD

Arizona has traditionally fine teams year after year, so our basketballers and volleyballers expected a battle on their hands when they journeyed to ASD January 26. This was a wonderful opportunity for the players of both schools to compare abilities and styles of players on the courts, and manners and customs off the court. ASD won the contest by a score of 50 to 39.

Our Latest Victory

A 47-42 victory over Twentynine Palms was a big step for our hoopsters. First, it followed a disastrous 62-25 loss to St. Francis. That's what makes champions - to bounce back after a demoralizing defeat. Second, it was a good basketball game won by smart heads up playing. Stanley Bassett's hard driving and aggressive rebounding were outstanding through the game. Jerry Roberson

sank two important 15 footers and made several excellent passes to Bassett for scores. The nimble defensive footwork of Barnes at right forward helped to prevent the opposition from scoring. Jack Salisbury's cool heady play and sharp ball handling helped to set up several scoring situations. Bill Hassan continues to improve on offensive and defensive rebounding; his pivot shooting is also getting better. Bert Montgomery played an important relief role after Hassan fouled out. He also sank two valuable points in the closing seconds of the game.

(Continued on Page 12)

GIRLS' SPORTS

G.A.A. News

The G.A.A.'s basketball season is now in session. We have picked seven teams. We can hardly wait until we start our tournament. Not all of the girls have been practicing basketball because of their trip to Arizona on January 25. They practiced volleyball to be in good shape when they played Arizona. We had never played volleyball in competition outside of school before so this was a new experience. The girl who went to Arizona were:

Dory Hazelbaker, manager

Patsy Bull	Danny Watson
Lillian Quartermus	Micheline Gamache
Anne Wallis	Virginia Fallin
Karen Roach	Ginger Wauson
Penny Healy	Molly Sue Merritt
Vera Vasquez	Rae Etta Marquis
	Lorelei Kevil

Remember our volleyball tournament? Well, Team 5 won. The girls on that team were:

Ginger Wauson, Capt.	Jo Ann Radik
Dory Hazelbaker	Margaret Bell
Pilar Cruz	Marilyn Reynosa
Karen Krumme	Susan Courtney

The winning team played the teachers and guess what? The teachers won!

TUMBLING

The tryouts for the tumbling team will be given soon. So start working girls. The girls who make the team will perform in the Physical Education Program in March.

Secretary
GINGER WAUSON

In Our Dormitories

LOWER 1 DORMITORY

The little girls returned to the dormitory after vacation wearing new clothes and carrying new dolls and stuffed animals. They looked very happy and pretty.

We were very sorry Kathy Carlson, Carol Cook, Pam Jordan, Sylvia Marquez and Hannah White were sick and could not return on the sixth. They are all back now.

The girls were surprised and pleased to find new pastel spreads and drapes in their rooms. They are taking an interest in putting up pictures and decorations to make the dormitory look pretty.

Many girls brought back new skates. Little Linda Lou Umbenhour has training skates. In her first attempts she has spent much of her time falling down and getting up, but she is not discouraged. Jeanne Buller spends all her play time on her new skates. We should have some champions.

LOWER II DORMITORY

When we returned to school after the holidays, we were pleasantly surprised. We had new cowboy bedspreads and new drapes in our rooms.

Miss Carlson drew some animal pictures for our playroom. We like them very much. Thanks, Miss Carlson.

LOWER BOYS III DORMITORY

The boys in Lower III are learning first hand how a school is built. They have watched the workmen remove the fence, pull out trees, level the ground, dig the foundations and pour cement. They have greatly enjoyed being sidewalk foremen.

We are very anxious to see which way the buildings will sit and which buildings will be school buildings and which will be dormitories and if they will be the same inside as our building is now or if they will be like the new buildings in the Middle and Upper Schools. We are interested in knowing if the play area will be used by the ones using the new dormitories and school buildings, or if they will have one of their own.

All of the parents and our boys were very thrilled with the new bedspreads and drapes which were in the rooms when the boys returned from their Christmas holidays.

MIDDLE BOYS II DORMITORY

Twenty-five of the boys in our dorm were very happy to go to town to a movie. They

saw "The American Pastime", "Westward Ho, the Wagons" and "Disneyland U. S. A.".

The Boy Scouts made a house which they like very much.

Our news this month was written by Gary Cruz and Mike Nunn.

MIDDLE BOYS I DORMITORY

Mickey Cox, Don Golden and Jerry Pratt have been practicing with the basketball teams. We hope that someday soon they will be on the regular team.

Several boys received new cameras for Christmas. Gilbert Ortega, Don Graham and Mickey Cox are among the new photographers.

Boys and counselors are happy to have the cork pin-up boards in all the bedrooms. They were put up in time for Christmas decorating. This helped to make our dorm look festive. Each board is three feet by six feet. They were given to us by the officers of the former Hearing Society of San Bernardino. The men in the Maintenance Department put them on the walls. Our hearty thanks to each and all for your share in this donation to our dormitory. Come in and see our latest pin-ups.

UPPER BOYS II DORMITORY

Robert Coats' new baby sister has dark hair and blue eyes. Her name is Susan Jean.

Mike Ackerman's parents moved to Arizona. Mike likes it better in California.

Harry Von Meeden went hunting.

Butch Gongaware spends a lot of time drawing pictures of his father's new boat.

MIDDLE GIRLS I DORMITORY

Of course the big news from Middle Girls Dorm is that Sandy Banks left us to go to a school near her home. We all wish her well. We shall miss her. We hope she will work hard, learn fast and be happy.

Gloria Perez came to our dorm to live. She will go to classes in Lower School for awhile. Gloria is learning to be a big girl in Middle Girls Dorm.

UPPER GIRLS II DORMITORY

As usual, both students and counselors were happy to be back to school after their restful vacation.

Santa was very good to all. The girls brought back many lovely gifts from home.

1957 Baseball Schedule

March 22	Boys Republic
March 29	Rim of the World
* April 12	Twentynine Palms
* April 26	St. Francis
May 3	Aquinas
* May 10	Elsinore N & M
May 17	Newman
May 24	Big Bear

* Home games

(Games with Twin Pines to be arranged)

BASKETBALL

Record

W 3	L 3	OPP.	W 0	L 6
CSDR 'A's			CSDR 'B's	
*35-46		Big Bear		40-9
49-32		Berkeley		38-14
32-33		Twin Pines		14-6
*52-43		Elsinore N & M		36-21
*25-62		St. Francis		42-23
*47-42		Twentynine Palms		41-25
* League Games.				

The Science Club

The Science Club is on its way now. Our first meeting was held on December 5, 1956. We plan to meet the first Wednesday of each month at 8:00 P.M. after Religious Training classes. Mr. Menson is our sponsor.

At our first meeting we had eleven members. They again voted Virginia Fallin as president and Virginia Wauson as secretary. Bob Powers was elected as treasurer. Our members and their chosen topics for study are: Bud Long, reading about rocks and minerals; Marvin Mulder, working on telescope; Virginia Fallin and Virginia Wauson, evolution of man; Karen Roach and Bob Powers, studying plant cuttings; Bill Holgate, Shirley Hill and Anne Wallis, study of prehistoric animals; Molly Sue Merritt, drawings through the microscope; Sonia Kracer, our newest member, has not selected a topic.

Our first trip will be to Mt. Palomar to see the 200 inch reflecting telescope. At our next meeting we will discuss the telescope's delicate machinery and how it is used to benefit mankind.

GINGER WAUSON
Secretary

Textbooks in Intermediate Grades

(Continued from Page 2)

to meet the needs of all of these groups, I believe that we must have many different kinds of materials in each classroom.

The reading teacher then has as her responsibility to know thoroughly all of the material she has in her room. She should be very familiar with all the suggestions in the guidebooks—know just how she can adapt these suggestions to her particular groupings. She should know the vocabulary that is in the books. She should know all the vocabulary that has been taught and what is coming up and when so that she can use it incidentally whenever possible. She should have her skills well in mind. All the experiences that are in the reading stories should be made true-to-life experiences for the children whenever possible so that the reading experience becomes both meaningful and functional.

Instead of naming the materials which I have found to be good, I have made a list of some which I think you might like to examine if you don't already know them. This list will be available at the close of the meeting.

I feel that the reading program should not end with the intermediate grades but should be continued throughout the upper grades with perhaps a different type of program including periodical and newspaper reading, precis writing and much clinical type of work.

In conclusion, I'd like to leave these thoughts with you.

1. We are teaching children not textbooks.
2. Use as many different types of materials as you need to do the job well.
3. Vary your daily programs in reading as much as possible with each group each school year.
4. Read as much material as possible with each group each school year.

And when you're feeling as if you're not doing as much as you can with your reading program, I hope these rules which were written many, many years ago will give you "the lift" you need:

- "1. Read.
2. Read.
3. Read some more.
4. Read anything.
5. Read about everything.
6. Read enjoyable things.
7. Read things you yourself enjoy.
8. Read and talk about it.
9. Read very carefully some things.
10. Read on the run, most things.
11. Don't think about reading, but
12. Just read!"

Reprinted with permission from the Volta Review, December 1956.

ROY E. SIMPSON
Superintendent of Public Instruction, and Director of Education
F. W. DOYLE
Deputy Superintendent of Public Instruction, and Chief,
Division of Special Schools and Services

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